

CHAPTER 4

A MENU PLANNER
FOR HEALTHY SCHOOL MEALS

The ABC's of Successful Menu Planning



CHAPTER 4

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The ABC's of Successful Menu Planning

How important is menu planning? In a successfully managed school lunch or breakfast program, it may be the *most* crucial step. The nutritional value of meals and compliance with federal program requirements depend on careful menu planning. But that's not all.

The menu influences almost *every* aspect of the food service operation — from what foods are purchased and how they are prepared, to whether or not meals are popular with students. Good planning can make a huge difference!

In this chapter, we'll look at the ABC's of successfully planning appealing school meals. We'll review the menu planning process and some important planning principles. We'll also explore ways to use the Dietary Guidelines for Americans and the nutrient standards for healthy school meals as planning tools.

Planning menus involves much more than listing specific foods for daily meals. A menu planning worksheet can be helpful in organizing the total job. You will find sample worksheets and sample menus at the end of this chapter.





THE MENU PLANNING PROCESS — TEN STEPS TO SUCCESS

No matter which menu planning system you select — Traditional or Enhanced Food-Based, NSMP or Assisted NSMP — you will proceed through several logical steps. In the next few pages, we'll look at these steps. Where appropriate we'll add extra details, first for Food-Based Menu Planning, then for Nutrient-Based Menu Planning. The ten steps are:

- 1. SCHEDULE A TIME TO PLAN MENUS. COLLECT MENU RESOURCES.**
- 2. THINK ABOUT WHERE YOU ARE AND WHERE YOU WANT TO GO.**
- 3. DETERMINE A TIME PERIOD.**
- 4. FOCUS ON THE AGE OR GRADE GROUP(S) YOU WILL SERVE.**
- 5. DECIDE THE NUMBER OF CHOICES YOU WILL OFFER.**
- 6. SELECT THE ENTREE FOR EACH DAY'S BREAKFAST AND LUNCH.**
- 7. SELECT THE OTHER MENU ITEM OR ITEMS.**
- 8. PROVIDE FLUID MILK CHOICES.**
- 9. MAKE SURE YOU ARE MEETING NUTRITION GOALS.**
- 10. EVALUATE WHAT YOU HAVE PLANNED.**

**STEP
1*****SCHEDULE A TIME TO PLAN MENUS. COLLECT MENU RESOURCES.***

Plan menus well in advance, preferably a month or more ahead of the time they are to be served. Depending on your role in menu planning, you will want to have time to:

- (1) Study food inventories, current market and price reports, previous menus, and food production records that indicate student preferences.
- (2) Involve students, parents, and other interested parties in the planning.
- (3) Select and test food products and recipes.
- (4) Plan and check the resulting menus.

To be prepared, you will want to pull together a variety of menu resources. These might include, for example, past successful menus, recipe files, and food trade journals. For easy reference, also have on hand copies of food production and inventory records, as well as sales histories, and publications such as USDA's *Food Buying Guide for Child Nutrition Programs*, *USDA Quantity Recipes*, *A Tool Kit for Healthy School Meals: Recipes and Training Materials*, and *Choice Plus*. (See Appendix 3 for more information on these publications.)

In addition, you will want to review important program information, such as requirements, nutrition goals, and lists of available USDA commodities. Also, note important dates on the school calendar and other opportunities for special promotions.

**STEP
2*****THINK ABOUT WHERE YOU ARE AND WHERE YOU WANT TO GO.***

An important next step is to take time to re-examine your current system. Review your menus, the products you purchase, and preparation techniques. Will they work in any new menu planning system you may be considering? With the Dietary Guidelines and students' nutrition needs and preferences in mind, take another look at what you have been serving. Which areas are okay? Which need modifying?

- Are you planning sufficient variety?
- Do you need more servings of grains/breads?
- Can you serve more vegetables/fruits?
- How often do you serve lowfat entrees?
- Do you need to add foods or increase servings to provide more calories?
- Do you need to serve some foods less often?



**STEP
3*****DETERMINE A TIME PERIOD.***

For all of the menu planning systems, there are weekly nutrient requirements and nutrition goals *so be sure to plan menus by the week*. Weekly nutrient requirements are based on the normal school week of 5 consecutive days. They are adjusted accordingly if the school week is longer or shorter than 5 days.

In addition, you may want to select a time frame for a cycle menu. Cycle menus are menus planned for a longer time period and repeated on a regular basis. A cycle can be any number of weeks that works for your operation. See the screened box on page 89 for more information on cycle menus.

**STEP
4*****FOCUS ON THE AGE OR GRADE GROUPS YOU WILL SERVE.***

Although Food-Based and Nutrient-Based Menu Planning differ in many respects, the starting point for both is focusing on the ages or grades of the students you will serve.

To review how to select and use age/grade groups for Food-Based Menu Planning (Traditional and Enhanced), turn back to Chapter 2. For Nutrient-Based Menu Planning (NSMP and Assisted NSMP), see Chapter 3.

**STEP
5*****DECIDE THE NUMBER OF CHOICES YOU WILL OFFER.***

The number of choices you offer will depend on your operation. However, keep in mind that the variety offered does not affect *minimum requirements*. See Chapter 2 for minimum requirements for Traditional and Enhanced Food-Based Menu Planning; see Chapter 3 for NSMP and Assisted NSMP.

In making your decision, try to balance cost, nutrients, equipment used, and labor needed to prepare each of the choices. Start by adding one or more entrees, then add a selection of side dishes that go with the entree choices. This approach works for any of the menu planning systems.

Offering choices allows you to add new foods without risking a drop in participation. Remember that it often takes several opportunities for students to try foods before they learn to like them.



MAKING THE MOST OF CYCLE MENUS

If carefully planned, cycle menus can offer a number of advantages. They can...

- Save time in repetitive functions such as precosting and work schedules.
- Adapt easily to varied grades and ages.
- Allow flexibility for such things as seasonal changes, availability of commodity foods, and special events.
- Allow more time for training and marketing.

Plan with *your* schools' needs in mind. You may want to have a seasonal cycle, for example, or a holiday cycle based on school celebrations.

To use cycle menus to best advantage, be careful to avoid the potential pitfalls. Here are some tips:

- To avoid having cycle menus become monotonous and repetitious, plan carefully and evaluate continually.
- So that holidays and special school activities won't go unrecognized, be sure to note them on the calendar well in advance. Designate specific dates when a special menu is to be substituted for the one in the cycle.
- To make the best use of foods in season, be flexible. Use general descriptive terms — for example, indicate "fresh fruit" rather than "apples." Or, plan one cycle for each season: Fall (September, October, November); Winter (December, January, February); and Spring (March, April, May).
- Be ready to make adjustments. For example, if you receive USDA-donated foods that don't fit in, you may want to make changes.

Flexibility is the key! Review menus frequently to make adjustments for changes in availability of USDA-donated foods; to take advantage of an especially good buy or a seasonal food; and to allow for a special occasion. It's a good idea to keep a small inventory of substitute items to use in the event of an emergency or a changing situation.



**STEP
6*****SELECT THE ENTREE FOR EACH DAY'S BREAKFAST AND LUNCH.***

Remember that the entree sets the stage for the rest of the lunch menu and sometimes for the breakfast menu. It may determine whether students decide to eat that day.

Entrees should be selected first in menu planning because they are the central focus of a meal. They form the framework around which you will plan the rest of the menu.

If you are using NSMP or Assisted NSMP, you will find you have a different kind of flexibility than you had when working with meal patterns. This is because you are no longer serving specific food components in specific amounts. While this flexibility can help you make meals interesting and appealing, it is important to continue to use good menu planning practices.

Be careful when selecting entrees:

- (1) If you include an entree that is not central to the meal or is not recognized by students as the entree, this could result in poor acceptance.
- (2) Follow a plan for providing a *variety* of entrees.
- (3) If you do not have entree choices and you repeat the same entree during a 2-week period, consider varying the other foods served with it.

**STEP
7*****SELECT THE OTHER MENU ITEM OR ITEMS.***

You will want to include menu items that complement the entree. Plan to use plenty of vegetables, fruits, and grains. Keep in mind that students like many vegetables raw as well as cooked. Try to introduce new foods, starting with small amounts.

**STEP
8*****PROVIDE FLUID MILK CHOICES.***

Plan to make a variety of milk options available every day. Remember that offering lowfat or fat-free milk is a good way to reduce fat and be consistent with the Dietary Guidelines. (See Appendix 8 for information on milk requirements and the labeling of reduced-fat and lowfat milk.)

Schools are required to offer a variety of milk choices consistent with students' preferences in the prior year. If a specific type of milk represents less than 1 percent of the total amount of milk consumed in the prior year, the school may elect not to offer that type of milk for lunch.



STEP 9 **MAKE SURE YOU ARE MEETING NUTRITION GOALS.**

As you think about meals that will appeal to your student customers, keep the nutrition goals in mind. Looking at your menus, ask yourself questions like the following:

Do our meals provide students with adequate calories and nutrients while reducing fat, saturated fat, cholesterol, and sodium?

What kind of example do our meals set for students? Are they consistent with the recommendations of the Dietary Guidelines? Do they encourage students to eat a variety of foods?

Will the foods on the menu appeal to students and taste good?

See Chapters 6 and 8 for tips on preparing and marketing healthful meals.

LOWER FAT MILK CHOICES CAN MAKE A BIG DIFFERENCE

Offering lower fat milk choices is an easy way to reduce total fat and saturated fat. Here's an example:

A menu planner decides to offer the following items for lunch:

- Breaded Chicken on a Roll with Lettuce and Tomato
- Potato Wedges
- Cherry Cobbler
- Milk

With WHOLE milk...

34% of calories will come from fat

11% of calories will come from saturated fat

With 2%-fat milk...

32% of calories will come from fat

9% of calories will come from saturated fat

With 1%-fat milk...

31% of calories will come from fat

8% of calories will come from saturated fat

With fat-free milk...

29% of calories will come from fat

7% of calories will come from saturated fat

In this example, offering fat-free milk instead of whole milk will reduce calories from fat by 5% and calories from saturated fat by 4%.

STEP 10

EVALUATE WHAT YOU HAVE PLANNED.

Before you decide to wrap up a planning session, look over what you have planned. Will your meals meet your goals for nutritional value? For variety and customer appeal? What about cost?

Will you be serving breakfast as well as lunch? Does your lunch menu repeat any of the foods you have selected for breakfast? How does what you have planned for breakfast affect equipment and staffing needs for lunch?

Do your meals comply with the requirements of the National School Lunch and School Breakfast Programs? By meeting these requirements, you are making sure your meals will qualify for the appropriate federal reimbursement.

As you know, your state agency periodically reviews your meals to make sure they are consistent with program requirements. How you evaluate your meals — and how the state agency will do its review — will depend on which menu planning system you have selected.

What about special needs? School meal regulations require you to make substitutions for individual children with a physician's prescription for dietary accommodations due to a disability. You may also make substitutions for children with medical or other special dietary needs who do not have a disability. Exceptions must be supported by a statement from a recognized medical authority and must include recommended substitute foods. Be sure to keep this statement on file in the school. For more information, contact your state agency.



Pictured here is Beef Stir-Fry, one of many exciting entrees included in USDA's *A Tool Kit for Healthy School Meals: Recipes and Training Materials*. See Appendix 3 for more information.





BASIC MENU PLANNING PRINCIPLES

Across the country, schools are offering meals in a variety of interesting forms — from simple boxed lunches to many-item buffets. Just as school lunches and breakfasts come in many forms, so do the foods that go into them.

Advances in food technology make it possible to select foods in many forms — frozen or chilled, partially or totally prepared, pre-portioned or in bulk, pre-prepared or as ingredients to put together “from scratch.”

All of this makes menu planning exciting as well as challenging. Where do you begin? The basic menu planning principles listed below and discussed on the following pages are a good starting point. Keep them in mind as you think about your customers’ preferences and nutrition needs.

1. *Strive for balance.*

2. *Emphasize variety.*

3. *Offer choices.*

4. *Add contrast.*

5. *Think about color.*

6. *Consider eye appeal.*



1. *Strive for balance.*

As you work to plan meals that are nourishing, appealing, and taste good, you will want to strive for balance in a number of different ways. Select and combine foods in ways that...

- ... help you meet the required nutrient standards.** For example, as you work to achieve calorie goals and target fat levels, look for ways to balance higher fat foods with items that are lower in fat.
- ... balance flavors in appealing ways.** Make sure individual foods, when served together, make a winning combination. Too many strongly flavored foods may make a meal unacceptable to children. Too many mild flavors may make it too bland.
- ... balance color, texture, size.** Be sure your meals have pleasing, eye-appealing combinations of foods. To add interest, see suggestions listed under contrast and eye appeal on pages 96 and 97.

Here are some tips for achieving balance:

Balance higher fat foods with ones that have less fat. For starters, avoid having too many higher fat foods in the same week. In other words, don't include pepperoni pizza on a week's menu if you are already planning to offer hot dogs and chicken nuggets.

In addition, balance a higher fat entree with lowfat entrees. For example, when you are offering a cheeseburger, also offer a turkey sandwich.

And look for ways to use lowfat side dishes to balance a higher fat entree. For example, with a grilled cheese sandwich, offer carrot and celery sticks.

Use a combination of mild and strong flavors. While some students enjoy strongly flavored foods, be careful not to serve too many in the same meal. For example, a meal with pepperoni pizza, cajun potatoes, coleslaw, and a brownie has too many spicy and strong flavors.

Use a variety of shapes and sizes. To make a menu interesting, include different shapes and sizes. If you serve fish sticks, oven-baked French fries, carrot sticks, and a banana, you have several similarly shaped foods. A meal with more varied shapes might feature: a baked chicken leg, mashed potatoes with lowfat gravy, seasoned green beans, and a watermelon wedge.



2. Emphasize variety.

Serving a variety of foods is important because no one food or group of foods can give us everything we need for a healthy diet. Variety also makes menus interesting and appealing. To add variety in school meals, try to...

- ... **Include a wide variety of foods from day to day.** Unless you provide choices, avoid planning the same form of food on consecutive days, such as meatballs with spaghetti on Monday and meat ravioli on Tuesday.
- ... **Vary the types of main courses you serve.** For example, serve casseroles one day, soup and sandwiches the next, or perhaps a main-dish salad.
- ... **Include different forms of foods, and prepare them in a variety of ways.** For instance, some vegetables are good eaten raw. If you usually serve a particular vegetable cooked, serve it uncooked if it is good that way. Or cook it but use different sauces or seasonings. In any case, be sure the “different way” of serving is as appealing as the “usual way.”
- ... **Include a surprise item or a small amount of a new or unfamiliar food periodically.** For example, try adding raw cauliflower, red cabbage, or spinach to a salad.

3. Offer choices.

Any school food service program, regardless of size, can offer choices in the menu. Try the following...

- ... **Decide on the number of choices you can offer in each category of food, and plan menus accordingly.** With careful planning and efficient management, offering choices need not increase your operating costs.
- ... **Offer choices within as many components as you can.** For example, offer two entrees and let students select one. Offer three or more fruits and vegetables and let students choose two. Offer two or more grains/breads and let students choose one or two. Offer a variety of milk choices and let students choose one.
- ... **Include the food combinations most acceptable to students in your school.** The lower the acceptability of the menu item, the less frequently you should offer it.



4. *Add contrast.*

Strive for contrasts of texture, flavor, and methods of preparation.

- ... **Think about the texture of foods as well as their taste and appearance.** For added appeal, serve a green salad or raw vegetable with spaghetti. Offer a crisp fruit or vegetable with a burrito, and crisp steamed carrots and broccoli with meatloaf. Pair toasted garlic bread and cold broccoli salad with cheese ravioli.
- ... **Use some crisp, firm foods with soft creamy ones.** A green salad, raw vegetable sticks, or a hard roll could provide crispness to a meal with macaroni and cheese.
- ... **Avoid having too much of the same type of food in the same meal.** A lunch with too many starches or too many sweets lacks contrast as well as balance. So does a meal with too many heavy foods. If you are serving a hearty casserole, plan to offer a light vegetable or light dessert such as fresh fruit.
- ... **Use a pleasing combination of different sizes and shapes of foods.** Within a meal, present foods in several different shapes, such as cubes, mounds, shredded bits, and strips. A meal with cubed meat, diced potatoes, mixed vegetables, and fruit cocktail needs more contrast in size and shapes of foods.

5. *Think about color.*

Use combinations of colors that go together well, and strive for contrast and maximum color presentation. A good rule of thumb is to use at least two colorful foods in each menu for visual appeal. In addition...

- ... **Avoid using too many foods of the same color in the same meal.** A meal with turkey, rice, cauliflower, white bread, and pears would lack color contrast. A better combination would be turkey and cranberry sauce, green peas, whole wheat bread, and pears.
- ... **Remember that vegetables and fruits are great for adding natural color to side dishes as well as entrees.** A slice of tomato really brightens up a potato salad. A fresh grape or strawberry livens up a dish of diced pears or peaches.
- ... **Use colorful foods in combination with those that have little or no color.** Serve broccoli spears with whipped potatoes, for example. Add pimiento or green pepper to corn. Offer a bright red apple and green lettuce with a hamburger and baked beans. Serve green peas and apricots with oven fried chicken and mashed potatoes.
- ... **And don't forget spices.** It's easy to sprinkle on a dash of cinnamon or paprika for added color.





6. Consider eye appeal.

Your customers' first impression will be how a meal looks. Make sure what you serve looks good as well as tastes good.

- ... Think of the total presentation.** As you plan for color, consider the color of the dishes, plates, or trays to be used as well as the colors of the foods.
- ... Make the serving line attractive.** Try to add color and texture to the serving line. Where possible, garnish food in steamtable pans. For example, add a few red or green pepper rings to a pan of macaroni and cheese. Put parsley, a tomato wedge, or a piece of brightly colored fruit on a tray of sandwiches. Put a bit of paprika or some lemon slices on a pan of steamed rice.
- ... Plan the way you will place the menu items on the tray or plate.** Visualize how the food will look when served and decide on the most attractive arrangement. Before serving the lunch, portion a sample plate so that all servers can see how it should look. This is also a good way to show them correct serving sizes.



Keep in mind special considerations:

As you apply the basic menu planning principles, keep in mind special considerations such as: regional food preferences, holidays and other special occasions, climate and seasons, and product availability.

Food preferences: Consider the regional, cultural, and personal food preferences of the students you serve, but don't be afraid to introduce new foods from time to time. Include new foods as *choices* and encourage students to try them. Be sure menus don't reflect *your* personal food prejudices.

Holidays and special occasions: Plan festive lunches and breakfasts for national holidays, school events, and special occasions like parents' visiting days. Don't forget National School Lunch Week, School Breakfast Week, and National Nutrition Month!

Climate or seasons: Include more hot foods in cold weather, and more cold foods in warm weather.

Product availability: Use foods in season. Plan to serve plenty of fresh fruits and vegetables when they are plentiful and at the peak of quality.

Consider available staff and equipment:

You will want to plan meals you can prepare and serve with available facilities, equipment, and staff. Here are some tips:

When thinking about facilities and equipment:

Consider the kind and size of ovens, kettles, steamers, and other equipment; also think about freezer and refrigeration space.

Consider sheet and baking pans, steamtable inserts, and other equipment used in meal preparation.

Consider the numbers and kinds of serving tools and dishes or compartments in a compartment tray needed to serve each meal.

When thinking about available staff:

Plan lunches and breakfasts employees can prepare in the time available.

Consider the amount of hand preparation required for each menu.

Schedule employees' time so their particular skills can be used to best advantage.

Balance the workload — food preparation and clean-up — from day to day and from week to week.

If you also order or purchase food:

In some school districts, menu planners are also responsible for ordering and purchasing food. If this is part of your job, you may find the following tips helpful.

Consider the availability of foods from local suppliers. If you need to reduce the number of deliveries, you can plan menus that include fresh produce on consecutive days. Do the same for commercially baked breads.

Operate within a budget, and precost your menu. Keep records of the approximate cost per serving of each menu item in order to determine what each lunch will cost as well as the average lunch cost per month. You can make substitutions if the average cost of the menu runs too high.

Postcost menus and compare with precost. Use this information to make menu adjustments and pinpoint possible problem areas.

Keep abreast of price trends and the market availability of various foods. Identify extremes — items which are very high priced or those which are very low priced — with a view to minimizing and maximizing, respectively, their use in the menu.

Use USDA-donated foods when available. Use them as efficiently and creatively as you would if you had purchased the food.

Keep records of food purchased, used, and available in inventories. Also keep customer participation records and production records that note acceptability.



Tips on purchasing quality foods:

Foods you serve can only be as good as the quality of the foods you purchase. Careful use of competitive buying will not only help control food costs but will also help upgrade the quality of your meals. Here are some additional tips...

Be familiar with sources of supply. Buy from suppliers who provide the best quality food at the most reasonable prices. Seek out potential new suppliers. Put them on your mailing list for bids and requests for proposals. Also look for opportunities to buy through cooperative purchasing groups (co-ops).

Buy according to how you will use a product. Consider grade, style, type, size, count, container, and packing medium.

Develop clear, concise purchase specifications and food product descriptions. To ensure the purchase of quality foods at competitive prices, write specifications and descriptions that will make clear what you want and what you will accept. The following publications may be helpful: *First Choice* and *Choice Plus*. For more information, see Appendix 3.

Inspect upon delivery. Make sure what is delivered meets your specifications. Whenever possible, buy foods that are federally graded and inspected.

Remember storage facilities. Decide when to buy each type of food, keeping in mind perishability and storage space.

Keep records of food purchases.

For commercially prepared foods, determine the quantities of foods needed and portion sizes according to the age/grade group to be served. Be sure the purchase specifications include that information.





PUTTING THE DIETARY GUIDELINES TO WORK FOR YOU ...

Applying the advice contained in the Dietary Guidelines for Americans is the best place to start when planning healthy school meals. This part of Chapter 4 offers practical tips for putting the Dietary Guidelines to work. We'll look at breakfast first, then lunch. Before beginning this section, you may want to re-read the background on the Dietary Guidelines contained in Chapter 1.

As we saw in Chapter 1, the Dietary Guidelines call for moderation and balance. They also stress the importance of eating a variety of foods, because no one food or group of foods can give us everything we need for a healthy diet.

It's important to remember that a healthy diet applies to a pattern of foods consumed over several days, not to single meals or foods. In fact, even foods of lower nutritional value can be part of a healthy diet when served in moderation, but menu planners should monitor the amount of these foods and how often they are served.

Serving meals that reflect the Dietary Guidelines is a great way to show children what it means to eat for good health!

What do the Dietary Guidelines recommend?

Nutrition and Your Health: Dietary Guidelines for Americans contains seven core recommendations. These are:

1. Eat a variety of foods.
2. Balance the food you eat with physical activity — maintain or improve your weight.
3. Choose a diet with plenty of grain products, vegetables, and fruits.
4. Choose a diet low in fat, saturated fat, and cholesterol.
5. Choose a diet moderate in sugars.
6. Choose a diet moderate in salt and sodium.
7. If you drink alcoholic beverages, do so in moderation.



Putting the Dietary Guidelines to Work ...

WHEN PLANNING BREAKFAST

Here are some tips for applying the Dietary Guidelines for Americans as you plan breakfast. We'll look at five Guidelines in detail — 1, 3, 4, 5, 6. For each of these, you will find a variety of suggestions. You probably have many ideas of your own to add to these!

For easy reference, foods are listed by the components used with Food-Based Menu Planning, such as “Meat/Meat Alternate.” However, schools using Nutrient-Based Menu Planning systems will also find these tips helpful.

DIETARY GUIDELINE #1. *Eat a variety of foods.*

MEAT OR MEAT ALTERNATES

Use a variety of meat or meat alternates, such as eggs, turkey sausage, ham, lowfat cheese, yogurt, peanut butter, and refried beans.

Serve eggs alone or in combination with different meats or cheeses, and prepare them in a variety of ways. In addition to scrambled or hard-cooked eggs, you might try preparing omelets, egg muffin sandwiches, breakfast burritos, or French toast.

GRAINS AND BREADS

Use a variety of bread products such as toast, biscuits, muffins, pancakes, bagels, cereals, tortillas, and breakfast sandwiches. (For more information on Grains/Breads, see Appendix 4, *Grains/Breads Instruction*.)

Use a variety of hot and cold cereals. Look for cereals that supply fiber and contain moderate amounts of sugar and salt.

Include several whole-grain cereals and breads each week.



JUICE, FRUIT, AND VEGETABLE

Offer a variety of fruits and vegetables in various forms — fresh, canned, frozen, and dried.

Offer a variety of full-strength fruit or vegetable juices such as: apple, grape, pineapple-orange, pineapple-grapefruit, orange, and tomato.

Include foods high in vitamin A two to three times a week. Include vitamin C-rich foods daily.

MILK

Offer lowfat and fat-free milk as a beverage and/or on cereal.

Flavored milk is very acceptable in nonfat and lowfat versions, but test student acceptance before offering with cereal.

DIETARY GUIDELINE #2. *Balance the food you eat with physical activity — maintain or improve your weight.*

While there are no specific menu planning tips for this Guideline, it contains valuable advice. For more information, see Chapter 1.

DIETARY GUIDELINE #3. *Choose a diet with plenty of grain products, vegetables, and fruits.***GRAINS AND BREADS**

Offer more choices of whole-grain breads and cereals in the menu cycle. Wheat, corn, rice, oats, and rye are the major cereal grains. By offering these more frequently, you will be giving students additional opportunities to learn to like them.

Buy or make lowfat quick breads, muffins, and pancakes with a percentage of whole grains or whole-grain flours.

Select whole-grain or enriched grain products and cereals.

Make French toast and breakfast sandwiches with whole-wheat bread.



What are some common grains?

Five common grains — wheat, corn, oats, rice, and rye — are listed below, along with some of the forms in which you might buy or use them. Also listed are the names of four other grains you might try using.

Wheat

Whole wheat
Bulgur (cracked wheat)
Wheat Berries

Corn

Corn meal
Corn tortillas
Corn tortilla chips
Corn tortilla shells

Rice

Brown rice
Wild rice

Oats

Rolled Oats
Oat meal
Oat flour

Rye

Rye flakes
Rye flour

Other grains

Amaranth
Barley
Millet
Quinoa

JUICE, FRUIT, AND VEGETABLE

Offer a variety of fruits.

Offer fruit as a topping on cereal. Good choices might include: bananas, canned peaches, fresh strawberries, or raisins.

Offer fruit as a topping on pancakes and waffles. Cinnamon applesauce or frozen strawberries are two student favorites.

Add fruit to baked products. Pumpkin raisin bread, blueberry-banana oatmeal bread, carrot muffins, zucchini nut bread, and cinnamon raisin rolls are a few examples.

Offer fruits high in dietary fiber. See the screened box on page 105 to compare the dietary fiber in common fruits.



Which fruits are high in fiber?

As you can see from this list, some fruits are higher in fiber than others. In addition, a particular fruit may have lots of fiber in one form — for example, fresh with skin — and practically none in another form, such as juice. Compare below the amount of fiber in a fresh apple, applesauce, canned apple slices, and apple juice.



<i>Fruit</i>	<i>Portion Size</i>	<i>Dietary Fiber (in grams)</i>
Apple with skin	1 medium	3.0
Apple juice	1/2 cup	0
Applesauce	1/2 cup	1.5
Apple slices, canned	1/2 cup	1.9
Cantaloupe	1/2 cup	0.65
Grapes	1/2 cup	0.6
Kiwi	1 medium	2.6
Orange	1 medium	3.2
Orange juice	1/2 cup	0
Peaches, canned	1/2 cup	1.6
Peaches, dried	5	5.3
Peaches, frozen	1/2 cup	2.2
Peach with skin	1 medium	3.0
Pear with skin	1 medium	4.3
Pear, canned	1 half	1.2
Pineapple, canned	1/2 cup	1.5
Pineapple juice	1/2 cup	0
Raisins	1/4 cup	1.5
Strawberries	1/2 cup	1.7
Strawberries, frozen	1/2 cup	2.2
Watermelon	1/2 cup	0.4

DIETARY GUIDELINE #4. *Choose a diet low in fat, saturated fat, and cholesterol.***MEAT OR MEAT ALTERNATES**

To lower the weekly fat and saturated fat content, try alternating main dishes containing eggs and meat with ones that include grains, vegetables, and/or fruit.

Purchase meat and meat alternate products in which fat has been reduced.

Offer cooked dry beans or canned beans in main dishes like breakfast burritos.

Drain all meat after frying or baking. Pat with paper towels.

GRAINS AND BREADS

Offer lowfat grain products such as bagels, pancakes, and lowfat breakfast bars.

Substitute English muffins for biscuits to lower the fat content of breakfast sandwiches.

To lower saturated fat, cut the fat in recipes by 1/4 or 1/3 without losing the great taste. (See pages 166 to 168 for suggestions on how to retain quality and acceptability.)

Use vegetable oil or fruit purees instead of butter, lard, or shortening.

Use a non-stick cooking spray to grease baking pans.

Offer honey or jelly instead of butter as a spread.

Make or buy lowfat baking mixes.



JUICE, FRUIT, AND VEGETABLE

Use non-stick cooking spray when sauteing or baking potatoes.

Prepare fruits and vegetables used in recipes without adding fat.

DIETARY GUIDELINE #5. *Choose a diet moderate in sugars.***GRAINS AND BREADS**

Offer a variety of dry cereals.

Add raisins as a topping on dry and cooked cereals.

Use spices such as cinnamon, nutmeg, and cloves to flavor foods without using sugar.

JUICE, FRUIT, AND VEGETABLE

Use seasonal fresh fruits and vegetables when possible.

Select frozen fruits or fruits canned in fruit juices or light syrup instead of heavy syrups. These will be sweet, so there's no need to add extra sugar.

Consider serving dried fruits for variety.



DIETARY GUIDELINE #6. *Choose a diet moderate in salt and sodium.***MEAT OR MEAT ALTERNATES**

Read food labels carefully for sodium content.

Substitute herb blends for salt in breakfast casseroles. (See recipes in Chapter 6.)



Putting the Dietary Guidelines to Work ...

WHEN PLANNING LUNCH

Here are some tips to help you use the Dietary Guidelines as you plan lunch. As we did for breakfast, we'll look at five Guidelines in detail — 1, 3, 4, 5, 6. For each, there are a variety of suggestions. You will probably find that many of the suggestions work for both breakfast *and* lunch.

This time the information is organized under these headings: Entrees, Grains and Breads, Vegetables and Fruits, and Milk. The suggestions will be helpful to schools using either Food-Based Menu Planning or Nutrient-Based Menu Planning.

DIETARY GUIDELINE #1. *Eat a variety of foods.*

ENTREES

Plan and serve a different meat or meat alternate (or combination of meat or meat alternates) each day of the week.

Offer a variety of menu choices — vegetarian as well as meat entrees.

Try a deli sandwich bar, a pasta bar, or a taco bar.

Add an entree salad or salad bar as a choice. Consider offering pre-plated fruit or vegetable salads with cottage cheese, yogurt, or other meat/meat alternates. These can be a quick-serve entree.

GRAINS AND BREADS

Offer both whole-grain and enriched breads or bread products.

Include a variety of enriched rice, macaroni, noodles and other pasta products in entrees and side dishes. Consider serving brown rice as well as white rice.

Offer loaf breads or hot breads such as rolls, sandwich buns, muffins, biscuits, or cornbread as often as possible.

Serve Spanish rice with tacos or burritos.

Offer whole-wheat crackers or cornbread with chili.

Use whole-grain flours to enhance flavors.



VEGETABLES AND FRUITS

Serve seasonal fresh fruits whenever possible.

Offer different combinations of two or more servings of vegetables and fruits each day.

Add variety by using all forms of vegetables and fruits — fresh, canned, frozen, and dried.

Offer a salad bar or potato bar.

MILK

Offer a variety of lowfat and fat-free milk choices.

DIETARY GUIDELINE #2. *Balance the food you eat with physical activity — maintain or improve your weight.*

While there are no specific menu planning tips for this Guideline, it contains valuable advice. For more information, see Chapter 1.

DIETARY GUIDELINE #3. *Choose a diet with plenty of grain products, vegetables, and fruits.***ENTREES**

Try offering vegetarian baked beans or other vegetarian entrees for variety.

Use green peppers, mushrooms, zucchini and onions as pizza toppings; add spinach or broccoli to lasagna.

Serve submarine sandwiches on whole-wheat rolls.

Offer a variety of hot and cold pasta salads.

Include kidney beans and chickpeas (garbanzo beans) on salad bars.

Increase proportion of grains to other ingredients. For example, serve a thicker pizza crust.

Add grains — such as pre-cooked rice and oats — to ground beef in meat loaf and similar casseroles. Use bulgur or barley to thicken soups.



GRAINS AND BREADS

Use rice, noodles, oats, cornmeal or bulgur in main dishes or in side dishes such as salads, hot grains, and desserts.

Offer quick breads, crackers, or cookies made with whole grains or whole-grain flours, or a combination of whole-grain and all-purpose flours.

Offer sandwiches with one slice whole-wheat bread and one slice white bread.

VEGETABLES AND FRUITS

Add fresh or dried fruits to canned fruits.

Offer high-fiber vegetables such as cooked dry beans, broccoli, tomatoes, leafy greens, potatoes with skin, and carrots.

Serve raw vegetable salads. Team fruits or vegetables with yogurt, cottage cheese, or tuna salad.

Increase the serving size of vegetables and fruits.

Serve fruits and vegetables as finger foods, or try combining two or three fruits or vegetables to contrast colors and textures (carrot and celery sticks, peach slices and grapes). Serve colorful fruit or vegetable cups often.

Cut fruits and vegetables into various shapes, such as kiwi wedges and carrot coins.



Offer a choice of two fruits or vegetables to let students have something they like to eat.

Offer whole or cut-up fresh fruits higher in fiber such as those with edible skins — apples, pears, nectarines, peaches — and those with edible seeds such as berries and bananas.

Add fresh spinach to salad greens on the salad bar. Broccoli and cauliflower florets, grated carrots, sliced green peppers, corn, and tomatoes are all popular.

Season vegetables with herbs for taste appeal. See Chapter 6 for suggestions.



DIETARY GUIDELINE #4. *Choose a diet low in fat, saturated fat, and cholesterol.***ENTREES**

Offer lean meats, fish, poultry, or vegetable proteins two to three times per week.

Choose entrees that can be prepared without added fat. Bake instead of fry.

When planning to serve pre-cooked breaded meats, fish, or poultry, check fat content and select those products that are lower in fat.

Offer turkey, water-packed tuna, lowfat cottage cheese or yogurt with pre-plated vegetable or fruit salads.

Serve bean-based entrees, such as bean burritos, tostadas, and chili.

Offer lower fat lunch meats.

Enhance flavor with lowfat gravies and sauces.

Use part-skim mozzarella cheese and lowfat cottage or ricotta cheese in recipes listing cheese as an ingredient.

GRAINS AND BREADS

Serve jam, jelly, or honey instead of butter or margarine on breads and rolls.

Serve a variety of lowfat grain products — noodles, brown rice, barley, and bulgur — prepared with little or no added fat.

Use moderate amounts of high-fat condiments like mayonnaise. Instead, offer or use lowfat mayonnaise, mustard, catsup, and vegetable relishes, such as salsa.


VEGETABLES AND FRUITS

Offer reduced-fat or nonfat salad dressings.

Offer baked French fries or seasoned baked potato wedges instead of deep-fried French fries.

Steam, simmer, or bake vegetables without adding butter.

Season vegetables with herbs, spices, salsa, and lemon juice.



Serve fruit for dessert.

Substitute plain lowfat or nonfat yogurt for part or all of the mayonnaise or creamy salad dressings in salads.

Serve fresh vegetable strips with lowfat yogurt dip, salsa, or fat-free salad dressing.

Add salsas for fresh flavor...and less fat:

By substituting salsa for sauces that are higher in fat, you can cut back on fat and sodium. Compare:

SAUCE (1/4 cup)	FAT (grams)	CALORIES	SODIUM (milligrams)
Salsa	1 g	30 calories	70 mg
Basic white sauce	6 g	76 calories	211 mg
Cheese	9 g	118 calories	252 mg

DIETARY GUIDELINE #5. *Choose a diet moderate in sugars.*

Offer grain-based desserts made with whole grains or whole-grain flour. Add fruits, vegetables, and nuts for added flavor and texture.

Do not add sugar to vegetables such as stewed tomatoes, corn, or green beans.

Serve fruits packed in light syrup or fruit juice. Do not add sugar.

Use fresh or frozen fruit desserts.

Modify dessert recipes to reduce sugar without compromising quality.

DIETARY GUIDELINE #6. *Choose a diet moderate in salt and sodium.*

When serving ready-made foods such as soups, meats and main dishes, check the sodium content and select those lower in sodium.

Choose entrees that use herbs and spices in place of part of the salt.

Offer *only in moderation* salted snacks such as crackers, pretzels, or nuts.

Limit salty condiments such as mustard, catsup, relish, and salad dressings.

Use herbs and spices to flavor vegetables.

Alternate fresh vegetables with canned and frozen vegetables when menu planning.

Serve more fresh vegetables and fruits, which are naturally low in sodium.

Offer salt-free seasonings as an alternative to salt. For example, mix herbs and put into marked shakers on serving line for self-serve by students.

How much sodium does a food contain?

Processing can make a big difference. Compare the sodium content (in milligrams) of four common vegetables in three forms — fresh, frozen, and canned:

Vegetable (1/2 cup)	Fresh	Frozen	Canned
Carrots	25 mg	43 mg	176 mg
Corn	10 mg	14 mg	285 mg
Green Beans	2 mg	9 mg	175 mg
Peas	3 mg	70 mg	212 mg



USING THE NUTRIENT STANDARDS AS PLANNING TOOLS

As you develop your breakfast and lunch menus, think of the nutrient standards as planning tools. Use them as guideposts to help select and prepare foods. Use them to market your product: Tell parents and students school meals are the best deal in town for nutrition as well as taste!

In Chapters 1 and 2, we looked at the nutrient standards — what they are and why they are such an important part of the *School Meals Initiative for Healthy Children*.

- We saw that to meet the standards, schools will need to achieve certain target levels for: calories (also called Energy Allowances), protein, calcium, iron, vitamin A, vitamin C, calories from fat, and calories from saturated fat.
- We also saw that while the nutrient standards do not set specific target levels for cholesterol, sodium, and dietary fiber, these are also important considerations. You will want to work to *reduce* cholesterol and sodium and *increase* dietary fiber.

Let's take a closer look at the key nutrients and dietary components singled out in the nutrient standards. What do they contribute to good health? What are some common food sources?

Take a moment to review the charts on pages 23 through 26 for Food-Based Menu Planning or pages 65 through 68 for Nutrient-Based Menu Planning. These show you the school week averages you will be working to achieve for various age/grade groups.

As you look over the charts, remember: The figures shown reflect levels in effect when this menu planner was printed in 1998. Specific levels may change from time to time as the Recommended Dietary Allowances (RDA) and the Dietary Guidelines for Americans are updated to reflect new nutrition knowledge. What is important in this section is understanding how to use the target levels as guides for planning healthy meals.



CALORIES

What are the target levels? The nutrient standards set age-appropriate target levels for calories. Here are a few examples using the Enhanced Food-Based Menu Planning system for lunch (see chart on page 24):

If you are planning lunch for Grades K-6, you will aim to meet a target level of 664 calories for Energy Allowances. In other words, when averaged over the school week, a lunch for this age group should provide at least 664 calories. If you are planning lunch for Grades 7-12, your target level will be considerably higher — 825 calories per lunch when averaged over the school week.

As we saw in Chapter 1, it's important to be sure you maintain adequate levels of calories, especially as you lose calories from reducing fat. If you are having trouble providing adequate levels of calories, see the screened box below for some tips.

Here are some menu planning tips for increasing calories:

1. When planning meals, consider substituting menu items, adjusting serving sizes, or adding condiments.

Substitute higher calorie menu items for lower calorie menu items, keeping in mind all other nutrient standards (such as target goals for calories from fat).

Increase serving sizes where appropriate and affordable — for example, offer larger serving sizes and/or extra servings of bread and rolls.

Add menu items, considering all other nutrient standards and costs of the items.

Add condiments, such as honey, jams, jellies, catsup, lowfat gravies or sauces, fruit toppings, lowfat whipped topping, where appropriate.

2. When cooking, substitute or add ingredients.

Use reconstituted nonfat dry (NFD) or nonfat fluid milk when recipe calls for "water or milk." Use juice in place of water in gelatins.

Add dried, canned, frozen, or fresh fruit to bread/cake/muffin recipes. Add corn to cornbread/muffin recipes.

3. Keeping students' preferences in mind, modify recipes and introduce new combinations of foods.

To salads or salad bar selections, try adding croutons, lowfat or nonfat cheese, red or black beans, peas, Oriental noodles.

Add or increase amount of foods like pasta, rice, potatoes, corn, and peas in stews, soups, and casseroles.

Increase amount of breading on breaded items. Increase amount of bread in sandwiches, and pizza.

Add sauces or toppings to menu items. For example, try honey-mustard sauce on chicken, lowfat or nonfat sour cream on Mexican entrees.

With baked potatoes, offer toppings like vegetable chili or low-fat cheese, or lowfat or nonfat sour cream. Add beans to tacos, burritos, chili, and other Mexican dishes.

4. Be creative with desserts.

Offer lowfat, high-carbohydrate desserts more frequently, including ones that contain fruits, vegetables, and/or whole grains.

Consider serving angel food cake as well as lower fat versions of richer tasting cakes.

Top fruited gelatin with nonfat yogurt. Consider serving lowfat frozen yogurt, ice milk, sherbet, and nonfat milk pudding.

PROTEIN

What are the target levels? The nutrient standards set target levels for grams (g) of protein. Here's another example from the chart on page 24:

If you are planning lunch for Grades K-6 with the Enhanced system, your goal will be to provide at least 10 grams of protein per lunch when averaged over the school week. For Grades 7-12, your target level for a school week average will be 16 grams per lunch.


What does protein contribute to good health? While we use the word “protein,” there are actually many different proteins. Proteins build and repair body tissues. They help antibodies fight infection. And they supply energy (4 calories per gram) if more protein is consumed than needed to build and repair body tissues.

What are food sources for protein? Meat, poultry, fish, eggs, milk, yogurt, cheese, dry beans, dry peas, nuts, nut butters.

CALCIUM

What are the target levels? The nutrient standards set target levels for milligrams (mg) of calcium. Looking at the chart on page 24, you will see:

If you are planning lunch for Grades K-6 with the Enhanced system, you will aim to provide at least 286 milligrams of calcium per lunch when averaged over the school week. For Grades 7-12, your target level for a school week average will be 400 milligrams per lunch.



What does calcium contribute to good health? Calcium is needed for healthy bones. It also helps in blood clotting and aids in muscle contraction and normal nerve functions.

What foods are good sources of calcium?

- **Best sources include:** Milk (nonfat, lowfat, and whole) and milk products such as cheese, yogurt, cottage cheese, ice milk. Puddings made with milk can also provide substantial amounts of calcium.
- **Other sources include:** Almonds, dark green leafy vegetables (such as kale and collards), oysters, canned sardines and salmon with bones, tofu prepared with calcium salts.

IRON

What are the target levels? The nutrient standards set target levels for milligrams (mg) of iron. Looking at the chart on page 24, you will see:

If you are planning lunch for Grades K-6 with the Enhanced system, you will aim to provide at least 3.5 milligrams of iron per lunch when averaged over the school week. For Grades 7-12, your target level for a school week average will be 4.5 milligrams per lunch.

What does iron contribute to good health? Most important, iron combines with protein in the blood to form hemoglobin.

What foods are sources for iron? For easy reference, several foods are grouped below under: Meat/Meat Alternates, Grains/Breads, Vegetables, and Fruits.

■ **Meat/Meat Alternates:**

The following provide approximately 1 milligram of iron per 2-ounce serving:

Dry beans and peas, eggs, meats (liver and organ meats provide greatest amount of iron), peanut butter, shellfish, turkey.

■ **Grains/Breads:**

The following provide approximately .6 milligram of iron per serving:

Enriched or whole-grain bread and grain products, such as: 1 slice of bread; 1/2 cup grain (couscous, for example) or rice; 1/2 cup cooked cereal; 3/4 cup or 1 ounce ready-to-eat cereal.

■ **Vegetables:**


The following provide approximately .3 milligram of iron per 1/4 cup serving:

Asparagus; beans (green, wax, lima); bean sprouts; beets (canned); black-eyed peas; broccoli; Brussels sprouts; parsnips; green peas; potatoes (canned); tomato juice, paste, puree, sauce; dark green leafy vegetables (beet greens, chard, collards, kale, mustard greens, spinach, turnip greens); vegetable juice (canned).

■ **Fruits:**

The following provide approximately .3 milligram of iron per 1/4 cup serving:

Apricots (canned); cherries (canned); dried fruits (apples, apricots, dates, figs, peaches, prunes, raisins); grapes (canned).



VITAMIN A

What are the target levels? The nutrient standards set target levels for Retinol Equivalents (RE) of vitamin A. Looking at the chart on page 24, you will see:

If you are planning lunch for Grades K-6 with the Enhanced system, you will aim to provide at least 224 RE of vitamin A when averaged over the school week. For Grades 7-12, your target level for a school week average will be 300 RE per lunch.

What does vitamin A contribute to good health? Vitamin A helps keep eyes healthy and able to adjust to dim light. It helps keep skin healthy. It helps keep the lining of the mouth, nose, throat and digestive tract healthy and resistant to infection. It promotes growth.

What foods are sources for vitamin A? Vitamin A-fortified milk (whole, nonfat, lowfat) is a good source. Other foods rich in vitamin A include:

■ **Best sources:**

Vegetables: Beet greens, carrots, Swiss chard, red chili peppers, collards, dandelion greens, kale, mustard greens, peas and carrots, sweet red peppers, spinach, winter squash (acorn, butternut, Hubbard), pumpkin, sweet potatoes, turnip greens.

Fruits: Mangoes.

■ **Good sources:**

Vegetables: Broccoli, chicory greens.

Fruits: Apricots, cantaloupe, papayas, purple plums (canned).

■ **Other sources:**

Vegetables: Green asparagus, green chili peppers (fresh), endive, escarole, tomatoes, tomato juice or reconstituted paste or puree.

Fruits: Red sour cherries, nectarines, peaches (not canned), prunes.

VITAMIN C (Ascorbic Acid)

What are the target levels? The nutrient standards set target levels for milligrams (mg) of vitamin C. Looking at the chart on page 24, you will see:

If you are planning lunch for Grades K-6 with the Enhanced system, you will aim to provide at least 15 milligrams of vitamin C when averaged over the school week. For Grades 7-12, your target level for a school week average will be 18 milligrams per lunch.

What does vitamin C contribute to good health? Vitamin C helps strengthen blood vessels and hastens healing of wounds and bones. It increases resistance to infections, and it helps the body absorb iron in the diet.



What foods are sources for vitamin C?**■ Best sources: (1/4 cup = 25 milligrams or more)**

Vegetables: Broccoli, Brussels sprouts, sweet red and green peppers, red and green chili peppers.

Fruits: Oranges, orange juice, papayas, guavas, kiwi.

■ Good sources: (1/4 cup = 15 to 25 milligrams or more)

Vegetables: Cauliflower, collards, kale, kohlrabi, mustard greens, watercress.

Fruits: Grapefruit, grapefruit juice, grapefruit/orange juice, kumquats, mangoes, pineapple juice (canned/vitamin C restored), strawberries, tangerine juice, tangerines.

■ Other sources: (1/4 cup = 8 to 15 milligrams or more)

Vegetables: Asparagus, cabbage, dandelion greens, okra, potatoes (baked, boiled, or steamed), potatoes (reconstituted instant mashed/vitamin C restored), sauerkraut, spinach, sweet potatoes (not canned in syrup), tomatoes, tomato juice or reconstituted paste or puree, turnip greens, turnips.

Fruits: Cantaloupe, honeydew melon, raspberries, tangelos.

CALORIES FROM FAT AND FROM SATURATED FAT

What are the target levels? The nutrient standards set target levels for: (1) calories from fat; and (2) calories from *saturated* fat.

■ No more than 30 percent of total calories should come from fat.

■ Less than 10 percent of total calories should come from saturated fat. (Keep in mind that the percent of calories from saturated fat is part of the percent of calories from total fat.)

Here's an example: We'll start by looking at the chart on page 24 to find the calorie goal for lunch for a particular age/grade group. We'll then determine the maximum number of these calories that should come from fat and from saturated fat when averaged over the school week.

**STEP
1****DETERMINE THE MAXIMUM NUMBER OF CALORIES THAT SHOULD COME FROM OVERALL FAT.**

We're planning lunch for Grades K-6 using the Enhanced system. The chart shows we should provide a school week average of at least 664 calories per lunch.

To determine the target level for fat, we'll multiply 664 calories by 30 percent ($664 \times .30$). The result: When averaged over the school week, no more than 199 calories per lunch should come from fat for this age/grade group.



STEP 2

DETERMINE THE MAXIMUM NUMBER OF CALORIES THAT SHOULD COME FROM SATURATED FAT:

To determine the target level for saturated fat, we'll multiply this 664 calories by 10 percent ($664 \times .10$). The result: When averaged over the school week, no more than 66 calories per lunch should come from saturated fat for this age/grade group.

STEP 3

CONSIDER TOTAL FAT AND SATURATED FAT TOGETHER:

In this example, we've seen that no more than 199 calories should come from fat of any type. Of these 199 calories from fat, no more than 66 calories should come from saturated fat.

While the nutrient standards do not set specific target levels for cholesterol, you will want to work to lower cholesterol. In the screened box below and on page 121 are some ideas for lowering fat, saturated fat, and cholesterol.

Here are some ideas for lowering fat, saturated fat, and cholesterol:

What can you do to lower fat, saturated fat, and cholesterol? You will find lots of tips in Chapter 6. For starters, however, review the abbreviated list below. As the list shows, serving lower fat meals *begins* with the decisions you will make during menu planning.

Included are ideas for planning menus and purchasing, preparing, and serving food. This is not a complete list — look it over and think about what you might add. (An asterisk (*) next to an idea indicates it will decrease *saturated fat*.)

Menu Planning

- Offer a "light meal option" each day.
- Use angel food or sponge cakes which contain little fat.*
- Substitute lean ham for bacon or sausage.*
- Make pizza with lean ham instead of sausage or pepperoni.*
- Serve grilled chicken instead of deep-fried chicken patties.
- Offer mustard, ketchup and/or lowfat mayonnaise with sandwiches.
- Offer hot sauce with greens instead of seasoning with butter.*

Purchasing

- Purchase lowfat and/or fat-free milk and other nonfat or lowfat dairy products.
- Review the prepared entree products you purchase to determine if lower fat products would be acceptable and affordable.
- Find lower fat breakfast products or menu items to offer more frequently instead of higher fat items. For example: lower fat breakfast pizza, fruit muffins, or pancakes; lowfat cinnamon rolls with light glaze or powdered sugar dusting.*
- Purchase oven-ready French fries instead of fries for deep-fat frying.
- Purchase ground chicken or turkey (without skin) to mix with lean ground beef.*
- Purchase leaner meats (such as ground beef with no more than 15% fat).*
- Purchase tuna packed in water instead of oil.
- Purchase reduced-fat processed meats, such as reduced-fat frankfurters and deli-meats.*
- Purchase some lower fat salad dressings. Try newest versions of lowfat and fat-free mayonnaise, especially for use in salads or salad dressing mixes.
- Purchase lower fat variety breads (such as bagels, pita bread, corn tortillas, English muffins, etc.) to offer more frequently instead of higher fat grain products such as croissants, doughnuts, and sweet rolls.*
- Revise specifications to prohibit *saturated* vegetable oils, such as coconut oil, palm oil, palm kernel oil, and hydrogenated shortening or stick-type margarine.*
- Purchase soft margarine which is lower in saturated fat than stick margarine.*

Preparing and Serving

- Use *only* enough salad dressing to lightly coat salad. Excess dressing can add unnecessary fat.
- Where appropriate for the finished product, steam meats and vegetables instead of sauteing.
- Use non-stick cooking spray in place of oil or shortening for braising and sauteing.*
- To prevent baked products from sticking, use non-stick cooking spray or parchment paper, as appropriate.
- Use nonfat fluid or reconstituted nonfat dry milk instead of whole milk in cooking.*
- Reduce the amount of cheese on sandwiches (for example, 1/2 ounce instead of 1 ounce) and increase the amount of *lean* meat.*
- Use part-skim mozzarella cheese in pizza, salad bar offerings, and tacos.*
- When not needed to meet Meat/Meat Alternate requirements, reduce the amount of cheese in recipes. Boost cheese flavor with enhancers such as dry mustard and lemon juice. Make casserole toppings by reducing cheese and combining with dry bread crumbs and herbs.*
- Thicken soups with instant potato flakes instead of cream sauce. To thicken gravies and sauces without adding fat, mix cornstarch with a small amount of cold liquid to make a slurry.



SAMPLE LUNCH MENUS FOR A TYPICAL WEEK

EXAMPLE #1: USING TRADITIONAL FOOD-BASED MENU PLANNING

Here are 1 week's lunches planned with the Traditional Food-Based Menu Planning system. Because of the ages of the students to be served, the menu planners have used the Traditional meal pattern for *Grades 4-12*.

For every day, they have listed what items are planned and what each contributes to meeting meal pattern requirements. They've used the following abbreviations for the required food components:

M/MA	=	Meat/Meat Alternate
G/B	=	Grains/Breads
F/V	=	Fruit/Vegetable
FL MK	=	Fluid Milk (served as a beverage)

After Friday's menu, they have totalled and noted the number of Grains/Breads offered for the week. This is because there are weekly as well as daily requirements for Grains/Breads with Food-Based Menu Planning. For additional information on requirements and meal patterns for the Traditional system, see Chapter 2.

MONDAY

Meal Pattern Contribution

Beef Steak on Multi-Grain Bun
with Reduced-Fat Mayonnaise
- OR -

2 oz M/MA + 2 G/B

Breaded Chicken Nuggets with Honey BBQ Sauce
with Whole-Wheat Roll/Margarine

2 oz M/MA + 2 G/B

Oven-Fried Potato Wedges (with Catsup as condiment)
Chilled Applesauce

1/2 cup F/V

1/2 cup F/V

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

TUESDAY**Meal Pattern
Contribution**

.....

Chicken Stir-Fry with Chinese Noodles
and Steamed Rice

2oz M/MA + 2 G/B
+ 1/4 cup F/V

- OR -

BBQ Beef on Whole-Wheat Bun
and with Cole Slaw

2 oz M/MA + 2 G/B
+ 1/4 cup F/V

.....

Garden Peas

1/4 cup F/V

Chilled Pineapple Tidbits

1/4 cup F/V

.....

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

.....

Gingerbread with Whipped Topping

WEDNESDAY**Meal Pattern
Contribution**

.....

Tuna Salad on Bun

2 oz M/MA + 2 G/B

- OR -

Vegetable Lasagna
with Italian Bread/Margarine

2 oz M/MA + 2 G/B

.....

Lettuce and Tomato

1/4 cup F/V

Carrot Sticks

1/4 cup F/V

Fresh Grapes

1/4 cup F/V

.....

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

THURSDAY**Meal Pattern
Contribution**

.....

Turkey/Cheese Club Bagel

2 oz M/MA + 2 G/B

with Lettuce/Tomato/

+ 1/4 cup F/V

Reduced-Fat Mayonnaise/Mustard

- OR -

Sausage Pizza

2 oz M/MA + 2 G/B

with Bread Stick and Marinara Sauce

+ 1/4 cup F/V

.....

Golden Corn

1/4 cup F/V

Fresh Orange Wedges

1/4 cup F/V

.....

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK



FRIDAY**Meal Pattern Contribution**

Honey Lemon Chicken
with Brown Rice Pilaf
- OR -
Chili Beans/Cheese
with Dinner Roll/Margarine

2 oz M/MA + 1 G/B

2 oz M/MA + 1 G/B

Fresh Broccoli and Cauliflower Pieces
with Ranch Dip
Green Beans
Peach Half

1/4 cup F/V

1/4 cup F/V

1/4 cup F/V

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

Whole-Wheat Sugar Cookie

Total number of Grains/Breads offered for week = 9**EXAMPLE #2: USING ENHANCED FOOD-BASED MENU PLANNING**

Here are 1 week's lunches planned with the Enhanced Food-Based Menu Planning system. In this instance, the menu planners will be serving junior high and high school students, so they have used the Enhanced meal pattern for *Grades 7-12*.

As with Example #1:

- For each day's menu, the planners have listed what food items are planned and what each contributes to meeting meal pattern requirements.
- Components are abbreviated: M/MA = Meat/Meat Alternate; G/B = Grains/Breads; F/V = Fruit/Vegetable; FL MK = Fluid Milk (served as a beverage).
- At the end of the week, the planners have indicated the total number of Grains/Breads offered. As with Traditional Food-Based Menu Planning, the Enhanced system has weekly as well as daily requirements for Grains/Breads. For additional information on requirements and meal patterns for Enhanced Food-Based Menu Planning, see Chapter 2.

In this example, dessert *does* count toward meeting meal pattern requirements. (This is not true with the Traditional Food-Based system.)

MONDAY**Meal Pattern
Contribution**

BBQ Pork on Whole-Wheat Bun
with Coleslaw

2 oz M/MA + 2 G/B
+ 1/2 cup F/V

- OR -

Chicken Stir-Fry
with Chinese Noodles and Steamed Rice

2 oz M/MA + 2 G/B
+ 1/2 cup F/V

Pineapple Tidbits

1/2 cup F/V

Gingerbread with Whipped Topping

1-1/4 G/B

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

TUESDAY**Meal Pattern
Contribution**

Vegetable Lasagna
with Garlic Bread

2 oz M/MA + 2-1/4 G/B
+ 3/4 cup F/V

- OR -

Sub Sandwich with Reduced-Fat Mayonnaise
with Oven-Fried Potato Wedges
(and Catsup as condiment)

2 oz M/MA + 2-1/4 G/B
+ 3/4 cup F/V

Tossed Salad with Dressing

1/2 cup F/V

Oatmeal Raisin Cookie

3/4 G/B

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

WEDNESDAY**Meal Pattern
Contribution**

Breaded Chicken Nuggets
with Honey Mustard Dip

2 oz M/MA + 1/2 G/B

- OR -

Corn Dog with Mustard

2 oz M/MA + 1/2 G/B

Oven Fries (with Catsup as condiment)
Carrot/Celery Sticks with Ranch Dip

3/4 cup F/V
1/2 cup F/V

Whole-Wheat Roll with Margarine
Chocoleana Cake

1 G/B
1 G/B

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

THURSDAY**Meal Pattern
Contribution**

Nachos, Chili, and Cheese
with Whole-Wheat Roll

2 oz M/MA + 2 G/B

- OR -

Fish Fillet on Bun
with Tartar Sauce

2 oz M/MA + 2 G/B

Tossed Salad with Dressing
Orange Half

1/2 cup F/V
1/2 cup F/V

Steamed Rice

1 G/B

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

FRIDAY**Meal Pattern
Contribution**

Spaghetti with Meat Sauce
- OR -

2 oz M/MA + 2 G/B

Honey Lemon Chicken with Steamed Rice

2 oz M/MA + 2 G/B

Steamed Broccoli
Fresh Peach

1/2 cup F/V
1/2 cup F/V

Garlic Bread

1 G/B

Peanut Butter Cookie

1/2 G/B

Milk - 1% unflavored, 1/2% chocolate, nonfat

1 - 8 oz FL MK

Total number of Grains/Breads offered for week = 15 and 1/4 servings

EXAMPLE #3: USING NSMP OR ASSISTED NSMP

Here are 1 week's lunches planned with NSMP or Assisted NSMP. The students to be served are in *Grades 7-12*.

For every day, the menu planners have listed what items are planned. They've also written appropriate portions — for example, “1 each” for a turkey club bagel, “1/2 cup” for fruit cocktail, and “1 portion” for cherry cobbler.

At the end of the menu, they've indicated the results of the computer nutrient analysis. In this case, the nutrient analysis shows the menu weekly average for the following: calcium, cholesterol, sodium, fiber, iron, calcium, vitamin A, vitamin C, protein, carbohydrates, total fat, saturated fat. It also shows percentage of calories from: protein, carbohydrates, total fat, and saturated fat.

For more information on planning meals with NSMP or Assisted NSMP, see Chapter 3.
For more information on nutrient analysis and how it's done, see Chapter 5.

MONDAY**Portion**

Bean Burrito with Cheese and Salsa	1 each
with Spanish Rice	1 cup
- OR -	
Turkey Club Bagel with Reduced-Fat Mayonnaise	1 each
and Lettuce and Tomato	1/8 cup
Carrot/Celery Sticks	1/4 cup
with Creamy Vegetable Dip	2 oz
Chilled Fruit Cocktail	1/2 cup
Milk - 2% unflavored, 1% chocolate, nonfat	8 oz

TUESDAY**Portion**

Hamburger/Cheeseburger on Whole-Wheat Bun	1 each
with Lettuce/Tomato/Mustard/Relish	1/8 cup
and Oven-Fried Potato Wedges with Catsup	1/2 cup
- OR -	
Chicken Fajitas with Tortillas and Salsa	1 each
French-Cut Green Beans	1/2 cup
Cherry Cobbler	1 portion
Milk - 2% unflavored, 1% chocolate, nonfat	8 oz

WEDNESDAY**Portion**

Vegetable Lasagna	1 portion
with Italian Bread and Margarine	1 slice
- OR -	
Deli Roast Beef Sandwich on Multi-Grain Bread	1 portion
with Reduced-Fat Mayonnaise	
and Pretzels	2 oz
Tossed Salad with Italian Dressing	1 cup
Fresh Orange	1
Milk - 2% unflavored, 1% chocolate, nonfat	8 oz

THURSDAY**Portion**

Honey BBQ Chicken	2 pieces
with Tater Tots and Catsup	1/2 cup
- OR -	
Baked Potato Bar - (Chicken, Ham, Cheese with Broccoli, Carrots, and Cauliflower)	1 portion
Whole-Wheat Dinner Roll with Margarine	1 each
Seasoned Green Peas	1/2 cup
Raspberry Gelatin	1/2 cup
Milk - 2% unflavored, 1% chocolate, nonfat	8 oz

FRIDAY**Portion**

Hot Turkey Ham	2 oz
and Cheese Sauce	1 oz
on Multi-Grain Bun	1 bun
with Lettuce and Tomato	1/8 cup
and Pretzels	2 oz
- OR -	
Beef Tacos with Lettuce/Tomato/Cheese and Taco Sauce	2 each
Golden Corn	1/2 cup
Fruit Juice Bars	1 each
Milk - 2% unflavored, 1% chocolate, nonfat	8 oz

NUTRIENT ANALYSIS - MENU WEEKLY AVERAGE

Cals	Mg Chol	Mg Sodm	G Fibr	Mg Iron	Mg Calc	RE Vit A	Mg Vit C	G Prot	G Carb	G T Fat	G S Fat
818	64	1250	9.19	5.92	554.15	740	42.48	36.6	112	26.78	8.33

% of Calories from Protein	17.88
% of Calories from Carbohydrates	54.76
% of Calories from Total Fat	29.43
% of Calories from Saturated Fat	9.22



EVALUATING WHAT YOU HAVE PLANNED

Evaluate your meals by asking yourself questions like the ones listed below and on the next page. The questions are in several categories: (1) foods selected; (2) staffing and equipment; (3) cost; (4) recipes and production records; (5) special considerations; (6) meal requirements. This general checklist can be used for *either* Food-Based Menu Planning or Nutrient-Based Menu Planning.

To evaluate how well you are meeting meal requirements for a particular menu planning system, use one of the three separate checklists that begin on page 131. These are listed at the bottom of page 130.

GENERAL CHECKLIST

(1) *Foods Selected:*

- Do the food choices have appealing colors and textures? Yes ☐ No ☐
- Do the menus have foods with different shapes, sizes, and colors? Yes ☐ No ☐
- Do the breakfast and lunch menus complement each other? Yes ☐ No ☐
- Have you considered special events and promotions? Yes ☐ No ☐
- Have you incorporated seasonal foods and USDA commodities? Yes ☐ No ☐
- Have you introduced any new food items? Yes ☐ No ☐

(2) *Staffing and Equipment:*

- Can some preparation be done ahead? Yes ☐ No ☐
- Is the workload balanced among employees? Yes ☐ No ☐
- Can you prepare and serve meals with available equipment? Yes ☐ No ☐
- Are oven and surface-cooking areas adequate for items planned? Yes ☐ No ☐

(3) *Cost:*

- Have you considered cost? Yes ☐ No ☐
- Do high and low cost foods balance in menus? Yes ☐ No ☐



(4) Recipes and Production Records:

Have you specified the standardized recipes, preparation techniques, and processed foods to be used? Yes ☐ No ☐

Have you listed the projected servings for each item? Yes ☐ No ☐

Are portion sizes stated in correct amounts? Yes ☐ No ☐

Have you listed on the menu production record the condiments to be served? Yes ☐ No ☐

(5) Special Considerations:

Is a vitamin C food included three to four times a week? Yes ☐ No ☐

Are vitamin A foods included two to three times per week? Yes ☐ No ☐

Are iron-rich foods included each day? Yes ☐ No ☐

Are whole-grain products offered at least once a week? Yes ☐ No ☐

Are lowfat entrees and lower in fat milk choices (such as lowfat and nonfat) offered daily? Yes ☐ No ☐

Are assorted dry cereals offered at least once a week? Yes ☐ No ☐

Are fresh fruits or vegetables offered on several different days? Yes ☐ No ☐

(6) Meal Requirements:

Do menus meet the minimum requirements of the particular menu planning system you are using? Yes ☐ No ☐

To answer this question, complete one of the following checklists:

- *Checklist 1 for Traditional Food-Based page 131*
- *Checklist 2 for Enhanced Food-Based page 133*
- *Checklist 3 for Nutrient-Based page 135*





CHECKLIST 1: MEETING MEAL PATTERN REQUIREMENTS FOR TRADITIONAL FOOD-BASED MENU PLANNING

After you have selected and recorded the foods and portions you plan to serve, check your menus by answering the questions below.

BREAKFAST

1. Have you selected the appropriate grade group (or groups) for the students you will be serving? Yes ☐ No ☐

2. Have you included the required food components and food items in the correct serving sizes?

■ Does each day's breakfast menu include *at least*:

8 ounces of fluid milk
as a beverage or on cereal Yes ☐ No ☐

1/2 cup fruit or vegetable
or full-strength fruit or vegetable juice Yes ☐ No ☐

*One serving from each of the Grains/Breads
and Meat/Meat Alternate components*

OR-

*Two servings from either Grains/Breads
or Meat/Meat Alternate? Yes ☐ No ☐*

LUNCH

1. Have you selected the appropriate grade group (or groups) for the students you will be serving? Yes ☐ No ☐

2. Have you included the required food components and food items in the correct serving sizes? Are you meeting minimum requirements for each of the grade groups you are serving? (See questions next page.)



IF YOU ARE SERVING GRADES K-3:

■ **Does each day's lunch menu include *at least*...**

8 ounces fluid milk as a beverage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-1/2 ounces Meat/Meat Alternate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1/2 cup Vegetables/Fruits	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 serving of Grains/Breads daily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

■ **Do lunch menus for the week meet the *weekly minimum* for Grains/Breads?**

A total of 8 servings of Grains/Breads
over the week Yes ☐ No ☐

IF YOU ARE SERVING GRADES 4-12:

■ **Does each day's lunch menu include *at least*...**

8 ounces fluid milk as a beverage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 ounces Meat/Meat Alternate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3/4 cup Vegetables/Fruits	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 serving of Grains/Breads daily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

■ **Do lunch menus for the week meet the *weekly minimum* for Grains/Breads?**

A total of 8 servings of Grains/Breads
over the week Yes ☐ No ☐

IF YOU ARE ALSO USING THE RECOMMENDED (OPTIONAL) GRADE GROUP FOR GRADES 7-12:

■ **Does each day's lunch menu include *at least*...**

8 ounces fluid milk as a beverage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3 ounces Meat/Meat Alternate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3/4 cup Vegetables/Fruits	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 serving of Grains/Breads daily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

■ **Do lunch menus for the week meet the *weekly minimum* for Grains/Breads?**

A total of 10 servings of Grains/Breads
over the week Yes ☐ No ☐





CHECKLIST 2: MEETING MEAL PATTERN REQUIREMENTS FOR ENHANCED FOOD-BASED MENU PLANNING

After you have selected and recorded the foods and portions you plan to serve, check your menus using the questions below.

BREAKFAST

1. Have you selected the appropriate grade group (or groups) for the students you will be serving?

Yes ☐ No ☐

2. Have you included the required food components and food items in the correct serving sizes?

■ Does each day's breakfast menu include *at least*:

8 ounces of fluid milk
as a beverage or on cereal Yes ☐ No ☐

1/2 cup fruit or vegetable
or full-strength fruit or vegetable juice Yes ☐ No ☐

*One serving from each of the Grains/Breads
and Meat/Meat Alternate components*

OR-

*Two servings from either Grains/Breads
or Meat/Meat Alternate? Yes ☐ No ☐*

LUNCH

1. Have you selected the appropriate grade group (or groups) for the students you will be serving?

Yes ☐ No ☐

2. Have you included the required food components and food items in the correct serving sizes? Are you meeting minimum requirements for each of the grade groups you are serving? (See questions next page.)



IF YOU ARE SERVING GRADES K-6:

■ **Does each day's lunch menu include *at least*...**

8 ounces fluid milk as a beverage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 ounces Meat/Meat Alternate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3/4 cup Vegetables/Fruits	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 serving of Grains/Breads daily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

■ **Do lunch menus for the week meet *weekly minimum* requirements for Grains/Breads and Vegetables/Fruits?**

- **Grains/Breads:**

A total of 12 servings over the week Yes ☐ No ☐

- **Vegetables/Fruits:**

An *extra* 1/2 cup over the week Yes ☐ No ☐

IF YOU ARE SERVING GRADES 7-12:

■ **Does each day's lunch menu include *at least*...**

8 ounces fluid milk as a beverage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 ounces Meat/Meat Alternate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 cup Vegetables/Fruits	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 serving of Grains/Breads daily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

■ **Do lunch menus for the week meet the *weekly minimum* for Grains/Breads?**

A total of 15 servings of Grains/Breads
over the week Yes ☐ No ☐

IF YOU ARE USING THE RECOMMENDED (OPTIONAL) GRADE GROUP FOR GRADES K-3:

■ **Does each day's lunch menu include *at least*...**

8 ounces fluid milk as a beverage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-1/2 ounces Meat/Meat Alternate	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3/4 cup Vegetables/Fruits	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1 serving of Grains/Breads daily	Yes <input type="checkbox"/>	No <input type="checkbox"/>

■ **Do lunch menus for the week meet the *weekly minimum* requirement for Grains/Breads?**

A total of 10 servings of Grains/Breads
over the week Yes ☐ No ☐





CHECKLIST 3: MEETING MEAL REQUIREMENTS FOR NSMP AND ASSISTED NSMP

After you have selected and recorded the foods and portions you plan to serve, check your menus using the questions below.

BREAKFAST

1. Have you selected the appropriate age/grade group (or groups) for the students you will be serving? Yes ☐ No ☐
.....
2. Do meals meet nutrient standards when averaged over the school week? Yes ☐ No ☐
.....
3. Are at least 3 menu items offered daily? Yes ☐ No ☐
.....
4. Is fluid milk as a beverage offered daily? Yes ☐ No ☐
.....

LUNCH

1. Have you selected the appropriate age/grade group (or groups) for the students you will be serving? Yes ☐ No ☐
.....
2. Do meals meet nutrient standards when averaged over the school week? Yes ☐ No ☐
.....
3. Are at least 3 menu items, including an entree and fluid milk as a beverage, offered daily? Yes ☐ No ☐
.....
4. Is fluid milk as a beverage offered daily? Yes ☐ No ☐
.....



